

Date: December 19, 2018

To: Deans, Department and Group Chairs, Graduate Advisers, Chairs of Graduate Admission Committees, Equity Advisers, Graduate Student Affairs Officers

From: Oscar Dubón, Vice Chancellor of Equity and Inclusion;
Fiona M. Doyle, Vice Provost for Graduate Studies and Dean of the Graduate Division

Re: **Comprehensive Review of Applicants for Graduate Admission and Fellowship Nominations**

As a new admissions cycle begins, we thank all who have worked so hard to adopt and follow practices that help ensure a fair, inclusive review of all applicants for graduate programs. These best practices help us recruit new cohorts of graduate students whose excellence and diversity invigorate our research and enliven our professional programs. Below, we remind you of these best practices as well as relevant campus policies. We ask that you share this memo with all faculty and staff involved in your graduate admissions and fellowships nominations processes.

I. Comprehensive Admissions Review Recommendations

We commend those departments that use *comprehensive review* in their graduate admissions procedures. Such an approach avoids over-reliance on GRE scores, especially in the preliminary stages of assessment, in determining a candidate's potential for successful graduate studies.

a. **Comprehensive, holistic admissions review.** This process examines an applicant's potential for success from more reliable indicators such as the applicant's general academic record, letters of recommendation, statement of purpose and writing samples, research experience and the context of achievement. In addition to potential for success, it considers broader characteristics, attributes and assets that a student can bring to the university.

b. **Context of Achievement.** To assess potential for success in our rigorous programs, one should evaluate an applicant's record of prior achievement in the context in which these achievements were made, considering what it took for the applicant to attain their current level of academic achievement. While GPA is an indicator of academic accomplishment, one may consider academic success in spite of economic, social, or educational disadvantage, or while making significant contributions to society. Such factors include but are not limited to:

- First generation college student
- Low income
- Previous education experiences in an under-resourced environment
- Language other than English primarily spoken at home
- Member of a community that is historically underrepresented in higher education
- Research, professional or volunteer experience working with low-income and marginalized populations
- Multicultural experiences, such as the Peace Corps, Teach for America and AmeriCorps
- Participation in special undergraduate scholar programs such as Gates Millennium Scholars, McNairs Scholars, Biology Scholars, Minority Access to Research Careers (MARC)
- Self-supporting; worked a significant number of hours as an undergraduate

Also, keep in mind that undocumented applicants bring an entire host of valuable perspectives and experiences that enhance scholarly and professional pursuits. Please give strong review and consideration to this unique applicant pool during the admissions cycle.

II. Less Reliance on GRE Scores as a Predictor of Academic Success

The GRE Board of the Educational Testing Service (ETS) states, “Many factors play a role in an applicant’s admissibility and expectation of success as a graduate student. GRE scores are only one element in this total picture and should be considered along with other data. The GRE Board believes that ***GRE scores should never be the sole basis for an admissions decision*** and that it is inadvisable to reject an applicant solely on the basis of GRE scores. A cutoff score below which every applicant is categorically rejected without consideration of any other information should not be used.”

More than a decade ago, the ***Graduate Council of the Academic Senate discontinued requiring the use of GRE scores*** in assessing applications for graduate admission in favor of allowing departments to determine the appropriate weight in using GRE scores. This accords with a number of studies, including assessments conducted by several UC Berkeley departments, that note the limitations of using GRE scores as predictors, either positive or negative, of student success in graduate degree programs. Some of our graduate programs that have discontinued requiring GRE scores have seen significant increases in applications from working adults who found it challenging to find time to study for the GRE. Students admitted without GRE scores are thriving at Berkeley!

Departments still using GRE scores as a prominent criterion in graduate admissions are encouraged to create comprehensive approaches to evaluation.

III. University-wide Fellowships

GRE scores are not required for nominations to the University-wide Fellowships Competition.

The Graduate Division does not encourage reference to GRE scores in fellowship nomination letters, as these scores do not strengthen the nomination. Instead, the fellowship committee values nominations that discuss the excellence of each nominee holistically.

IV. Summary

Conscientious and deliberate holistic review efforts by all programs will increase the excellence of our graduate student body and will strengthen the university by engaging a more meaningful, intercultural learning environment.

Please let us know if we can assist you in any way as you discuss and implement admissions criteria for the coming cycle. The Office for Graduate Diversity is another valuable resource for departments as well.

Thank you again for your efforts and commitment to access and excellence.